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ABSTRACT

The fourth part of a parenthood education curriculum series, the Parent Education Workbook consists of a teachers guide (and 12 student lesson units not replicated in the guide) divided into two parts, the first part focusing on relationships and the second on child care. The units are intended for use by mainstreamed mentally disabled (MD) and learning disabled (LD) high school students in home economics classrooms. Issues addressed by the curriculum were selected as a result of an Iowa State University assessment of parenthood education needs of mildly mentally disabled high school students. In order of priority these issues are: the decision to parent, careers and work, marriage and parenthood, decision making and goal setting, resource management, nutrition, human reproduction and contraception, job training, effects of divorce, single parent families, and family members' need for privacy. The teachers guide explains characteristics of MD and LD students, methods and strategies for working with these high school students, the format of the student lesson materials and suggestions for their use, the supplementary relationship of these materials to the first three Contemporary Parenting Choices curriculum guides, and the evaluation items which accompany each unit. Learning limitations and associated teaching strategies for the mentally disabled are outlined and a detailed listing of curriculum units and lessons and their corresponding pages in the Contempory Parenting Choices guides is provided. Unit tests (multiple choice format) are included in the guide, for all 12 workbook units, together with a teachers answer key. (DB)

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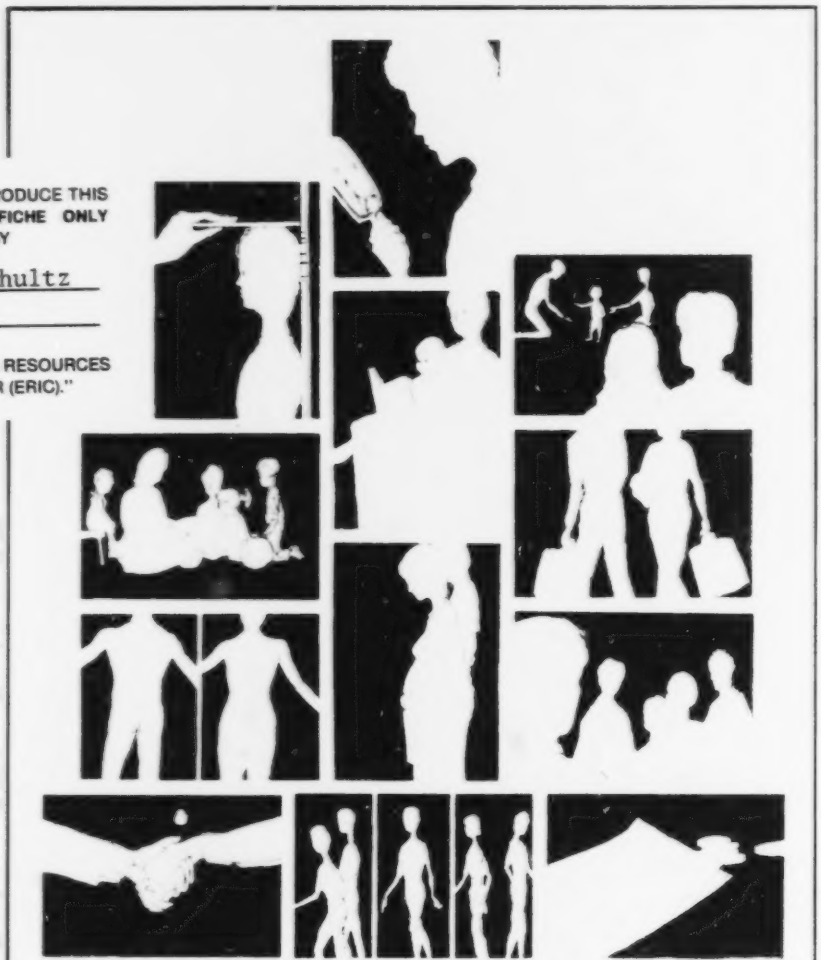
Parent Education Workbook for Mainstreamed Students

Teachers Guide



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contemporary parenting choices

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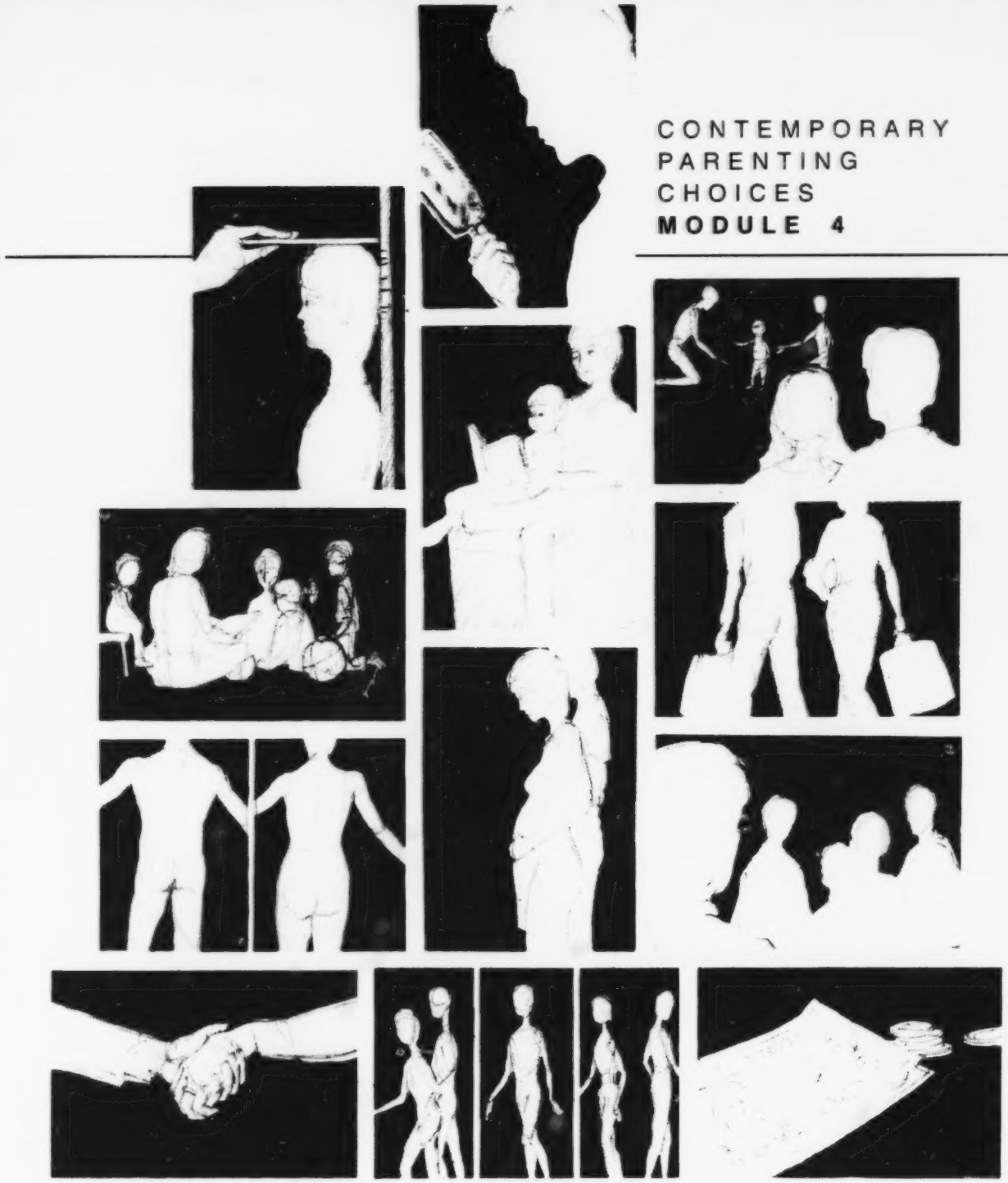

CONTEMPORARY
PARENTING
CHOICES
MODULE 4

contemporary parenting choices

materials for mainstreamed classrooms

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Teaching the Mentally Disabled and Learning Disabled Student

Mentally handicapped or disabled individuals are being integrated into the mainstream of American society. They are receiving job training and being encouraged to live independently. Some are entering into complex interpersonal relationships including marriage and parenthood. Parenthood education is needed to help these individuals decide if and when they are ready to become parents and to provide them with the skills they will need to adequately perform the parental role.

A recent study in the Home Economics Education Department at Iowa State University assessed the parenthood education needs of mildly mentally disabled high school students in Iowa. Priority parenthood education needs for these students from high to low were: the decision to parent, careers and work, marriage and parenthood, decision making and goal setting, resource management, nutrition, human reproduction and contraception, job training, effects of divorce, single parent families, and family members' need for privacy.

Because home economics classrooms have both mentally disabled (MD) and learning disabled (LD) mainstreamed into them, parenthood education materials should reflect the needs of both groups. Materials also should reflect educators' perceptions of the parenthood education needs of MD and LD adolescents. A group of home economics and special education teachers prioritized topics from the three Contemporary Parenting Choices curriculum guides developed at Iowa State University -- The Decision to Parent, Sexuality and the Adolescent, and Parenting Children in Today's Society. The resulting priority topics were placed into major topic areas for the purpose of developing materials. These major topic areas are: self awareness, relationships, sexuality, living situations, marriage, the decision to parent, pregnancy, growth and development, parenting skills, adolescence, the work world, and child care job skills.

This same group of teachers analyzed various formats for presenting parenthood education information to MD and LD students. A worktext format was selected as most appropriate and potentially most beneficial. A student module or unit was developed for each major topic area. Each unit contains lessons that include lesson objectives, vocabulary, appropriate reading materials, individualized activities, summary statements, and a review exercise.

In addition, a teacher's module was developed to explain the background for the development of these materials, characteristics of MD and LD students, methods and strategies for working with these students, the format of the materials and suggestions for their use, the relationship of these materials to the existing Contemporary Parenting Choices curriculum guides, and evaluation items to accompany each unit.

The most important thing to keep in mind when working with MD and/or LD students mainstreamed with normal students is that there are more similarities than differences between the students. For example, MD and LD students generally conform to peer standards and behavior, are influenced by the beliefs and ideas of others, and need to establish their own identities and independence

just as their normal counterparts do. For the most part, it is difficult to separate the two groups with only a brief exposure to the students' learning styles and motivational levels.

Teachers who work with MD and LD students routinely in a mainstreamed setting get to know each student personally. Differences in personality and learning styles emerge making it difficult and sometimes dangerous to classify students. However, guidelines describing characteristics of each group can be helpful in making curricular and learning activity decisions. The following characteristics of MD and LD students are given or offered for the purpose of presenting information that will facilitate the instructional process.

Students with mental disabilities generally have the following characteristics. However, the degree to which they possess these characteristics is related to the severity of their disability. The most important generalization regarding MD students is that their learning curve is slower, but similar in other respects, to that of normal students. This means the students often lag behind classmates one to three years in basic skills. Their rate of development may be 1/2 to 3/4 the rate of the average child.

Learning styles differ for the MD students when compared with the normal student. Most MD students perform better in oral rather than written testing situations often because they lack satisfactory written communication skills. Their ability to generalize also is limited due to the fact that transfer of learning to abstract situations is difficult. Concrete learnings can be mastered with help and are facilitated when knowledge has been overlearned. The overlearning process does not imply that attention spans exceed those of the normal students. On the contrary, MD students generally have limited attention spans and powers of self-evaluation. They may not be aware of the saturation effect of one type of task. When this occurs, a varied approach to acquisition of the skill or knowledge is necessary.

Typically, MD students are concerned primarily with the present or "here and now." Concepts within their environment that they can hear, see, taste, smell, or feel are easiest for them to grasp. For this reason, abstractions often used as bases for decision making are difficult for them, especially when a situation is irrelevant to the abstraction.

Motivation for MD students generally is based on a system of extrinsic rewards. They need to see results of their accomplishments and have ready feedback. Repetition often is the key to learning for them. They do not find monotonous tasks distasteful as long as the attention span required to complete the activity is within the range of their abilities.

LD students, unlike the MD students, have normal intelligence. When compared with those of other students in the classroom, their social skills generally are poorer. The intriguing thing is that LD students often use a variety of coping skills to cover up their insecurities and deficiencies. The overall generalization that can be made regarding LD students is that they do not receive complete information through their senses. Their perceptual dysfunctions are often complicated by problems in more than one area.

Teaching methods that are most effective with MD and LD students are not significantly different from those that are effective with normal students. For example, a multimedia and multisensory approach allows LD students several opportunities to perceive a concept while offering MD students

concrete examples upon which to focus their attention. Opportunities for the normal student to transfer learning to various situations are enhanced with this teaching technique.

Although there is no need for teachers to use different methods or strategies for all students to learn in a mainstreamed classroom, teachers need to keep in mind that the MD and LD students learn at different rates. For this reason, the units that have been developed need to be viewed as complementary teaching resources to the existing parenthood education curriculum. It is intended that they be used to provide additional opportunities for students to acquire information previously or simultaneously introduced within the classroom.

The following charts (pages 7 and 8) designate learning limitations of MD and LD students in the first column and general teaching strategies that can be used to facilitate the learning process in the second. The third column indicates how the strategies have been incorporated in the units.

Orientation to Format and Use

Teachers and users of these curriculum materials are encouraged to become familiar with the three Contemporary Parenting Choices curriculum guides, The Decision to Parent, Sexuality and the Adolescent, and Parenting Today. A thorough review of the teacher's module with particular attention to the section, "Relationship of Student Units to Contemporary Parenting Choices Guides" is required for effective use of the student materials.

The student modules or units are divided into two major content areas, relationships and child care. Six units containing 27 lessons are provided for the relationships area and six units containing 28 lessons for the child care area. All lessons follow the same organizational design. They include the following sections:

*Unit title
*Lesson number and title
*Learning objectives
*Vocabulary
*Lesson content
*Learning activities
*Key ideas - generalizations
*Review exercise

The last lesson in a unit directs the student to ask the teacher for the related test. Unit tests and the teacher's answer keys are contained in the appendix to this teacher's module.

It is recommended that all students in the mainstreamed class complete the unit test provided as a pretest. Students who get 85% or more of the items correct do not need to complete the lessons in the unit. Normal students are expected to complete the lessons quickly while mentally disabled and learning disabled students are expected to work at their own pace. This work may be completed in a variety of settings:

Learning Limitations and Teaching Strategies for the Mentally Disabled

Learning Limitation	General Teaching Strategies	Unit Strategies
Slow to acquire information and skills	Provide more time to complete assignments.	Self paced
Lacks basic skills	Provide resources adapted for low reading ability.	Readability ranges from third to seventh grade. Vocabulary lists are provided.
Performs better on oral testings than on written	Use audiotape or resource person to administer tests.	Tests are simply written and can be easily transferred to audiotape.
Poor ability to generalize or transfer learning	Provide additional help in transferring concrete concepts to new situations.	Numerous case studies and concrete examples are used in the content. Follow-up activities are provided.
Retention dependent upon overlearning	Provide opportunity for repetition to occur.	Same and similar concepts are overlapped. Key ideas repeat major content points.
Self evaluation difficult	Provide opportunities for self evaluation. Use numerous rating scales and incomplete sentences. Use video and audiotapes for student feedback.	Various opportunities to express their own ideas, opinions, and occupational choices are provided.
Short attention span Concerned with present	Vary activities. Use relevant examples. Give examples. Give assignments that result in a product.	Lessons are short and fast paced. Each unit is separate and can be viewed as a product when completed.
Lacks inner motivation and is outer motivated	Provide opportunities for extrinsic rewards. Assign as many hands-on activities as possible.	Immediate feedback is provided through structured activities. Unit tests directly follow completion of units.
Judgment and decision making ability limited	Provide opportunities to practice using decision making skills.	Follow-up activities provide opportunities to practice using decision making skills.
Needs repetition in learning activities	Provide varied but repetitious assignments which accommodate a short attention span.	Overlap in lessons provides repetition and accommodates a short attention span. All lessons follow the same format so students can become accustomed to the required tasks.

Learning Limitations and Teaching Strategies for the Learning Disabled

Learning Limitation	General Teaching Strategies	Unit Strategies
Multiple perceptual dysfunctions commonly present, i.e., spatial, auditory, speech, visual, motor, tactile	Use a variety of multisensory resources. Emphasize hands-on product-oriented assignments.	Large type and generous spacing has been used to accommodate visual and dyslexic dysfunction. Content is presented at a low reading level. Written assignments help students with speech, articulation or auditory problems. Content is presented in small sequential steps for students with some spatial disorientation problems. No unrelated illustrations are presented. Students can respond directly on duplicated lessons eliminating the need to coordinate or transfer responses to answer sheets. The need to use high levels of tactile discrimination is unnecessary in responding to written assignments.
Social skills often weak	Teach control with respect to the understanding relationship skills. Provide a variety of activities for students to interact in large and small groups in order to practice the use of social skills.	Content focuses on understanding personal, occupationally connected relationship skills. Selected lessons focus on communications and getting along with others.
Personal insecurities often concealed by a variety of coping skills	Provide opportunities for self-concept growth and stabilization.	Content focuses on ways to improve self and image. Students evaluate personal decisions and are encouraged to confront areas of personal avoidance.

*at home with parental supervision
*in a special education resource room with appropriate supervision and guidance
*in the classroom in conjunction with other related activities

Organization is provided through the use of symbols. Selected symbols have been used to help identify units, their related lessons, and tests. Each unit carries a different symbol to help convey the major concept. For example, unit #1, "Understanding Yourself," and the three supporting lessons are illustrated with a person looking at his/her reflection in a mirror. Teachers may want to capitalize on the use of these symbols by developing bulletin boards or other illustrative teaching materials.

Relationships of Student Units to Contemporary Parenting Choices Guides

The twelve student units that have been developed are designed to supplement the three Contemporary Parenting Choices curriculum guides. The objectives in these units represent minimum competencies that any student (MD, LD, or normal) should achieve as part of a parenthood education curriculum. Activities from the Contemporary Parenting Choices curriculum guides should be used to expand on these minimum competencies.

All activities in the student modules are designed to be completed individually by each student. Utilization of appropriate activities from the three curriculum guides will provide a variety of learning experiences for students. Use of suggested audiovisual materials will provide multisensory approaches to compensate for various learning problems MD and LD students may have, while utilization of role play and small and large group discussion activities will help MD and LD students develop their social skills. In other words, both the student units and the three curriculum guides will more effectively meet the needs of all students in a mainstreamed classroom when they are used in conjunction with one another.

To facilitate the combined use of the student units and the Contemporary Parenting Choices curriculum guides, the chart on the following pages was developed. This chart gives the title of each of the student units, titles of lessons within each unit, and corresponding pages within the three curriculum guides where the same concepts are addressed.

Areas where no reference to the three curriculum guides is made represent an attempt to develop content depth to specifically meet the needs of MD and LD students. Examples of these areas are occupational child care skills and preparation for the world of work.

Part I - Relationships

Unit Title		Lesson Title	Contemporary Parenting Choices Guides*
Understanding Yourself	1.	Who Am I?	2, pp. 8-22
	2.	Why Am I This Way?	
	3.	How Do My Decisions Affect the Way I Am?	
Understanding Others	1.	What Kinds of Relationships Do You Have?	2, pp. 68-73
	2.	How Can People Communicate with Others?	2, pp. 76-87
	3.	Why Is Communication Important in Relationships?	2, pp. 78-100
	4.	What Is a Dating Relationship?	
Understanding Sexuality	1.	What Is Sexuality?	
	2.	How Do Our Bodies Become Sexually Mature?	2, pp. 34-44
	3.	What Sexual Behavior Choices Do You Have?	2, pp. 108-116
	4.	How Do Peers Affect Teenagers' Sexual Behavior?	2, pp. 100-108
	5.	What Are the Responsibilities of a Mature Sexual Relationship?	2, pp. 118-131
	6.	What Kinds of Birth Control Are Available?	
	7.	What are Sexually Transmitted Diseases (STDs) and Infections?	
Understanding Life Styles	1.	Why Do People Choose to Marry or Remain Single?	
	2.	Why Are Some People Who Were Married Single Again?	
	3.	What Living Situation Choices Can Single People Make?	
Understanding Marriage	1.	What Are Things a Couple Should Talk About Before Marriage?	
	2.	What Factors Contribute to a Healthy Marriage?	
	3.	What Are Responsibilities in Marriage?	
Understanding the Decision to Parent	1.	What Are Ways People Parent?	3, pp. 175-301
	2.	What Are Parents' Responsibilities in Caring for Children?	1, pp. 10-23
	3.	What Do Children Learn from Parents' Examples?	1, pp. 24-29
	4.	What Can Parents Expect of Their Children?	1, pp. 30-37
	5.	How Much Does It Cost to Raise a Child?	1, pp. 54-60
	6.	How Does Parenthood Change One's Life?	1, pp. 88-93
	7.	Why Do People Choose to Have or Not Have Children?	1, pp. 76-83
	8.	How Do You Feel about Parenthood?	1, pp. 104-112
	9.	What Are People's Responsibilities in Making a Decision to Parent?	1, pp. 114-119

*1. The Decision to Parent; 2. Sexuality and the Adolescent; and 3. Parenting Today.

Part II - Child Care

Unit Title	Lesson Title	Contemporary Parenting Choices Guides*
Understanding Pregnancy	1. What Is Pregnancy?	2, pp. 134, 142
	2. What Are a Teenager's Choices When an Unplanned Pregnancy Occurs?	2, p. 146
	3. How Does a Baby Develop in a Woman's Body?	2, p. 144
	4. How Can the Pregnant Woman and Fetus Stay Healthy?	2, p. 154
	5. How Do You Prepare for a New Baby?	2, p. 170
	6. How Is a Baby Born?	2, p. 174
Understanding Growth and Development	1. What Are the Main Areas of Development in Children?	3, p. 8
	2. How Does a Baby Develop from Birth to 1 Year?	3, p. 37
	3. How Does a Toddler Grow and Develop?	3, p. 63
	4. How Does a Preschooler Grow and Develop?	3, p. 81
	5. How Does a School-Age Child Grow and Develop?	3, p. 100
Understanding Parenting Skills	1. How Can Parents Help Children Grow and Develop?	3, p. 12
	2. Why Do Parents Need to Show Love to Their Children?	3, p. 30
	3. How Can Parents Communicate with Their Children?	3, p. 20
	4. How Do Parents Guide Behavior of Children?	2, p. 24
	5. What Are Some Problems That Parents May Have?	3, pp. 229, 245
Understanding Tasks of Teenagers	1. How Does a Teenager Become Independent from the Family?	2, p. 24
	2. How Do Teenagers Develop a Sense of Identity?	2, p. 24
	3. How Can Teenagers Use the Decision Making Process to Make a Career Choice?	
Understanding the Work World	1. Why Do We Work?	
	2. How Do You Find a Job?	
	3. What Are Good Work Habits and Behaviors?	
	4. How Do You Get Along with Your Employer and Co-workers?	
Understanding Child Care Careers	1. What Are Some Child Care Careers?	
	2. What Traits and Skills Are Needed to Work with Children?	
	3. How Do You Prepare for a Career in Child Care?	

*1. The Decision to Parent; Sexuality and the Adolescent; and Parenting Today.

Evaluation Items to Accompany Units

To help provide students with feedback regarding their progress in the units, appropriate test items have been developed. A test containing three-option multiple choice test questions has been developed for each unit. When a student completes a unit, he/she is instructed to come to the teacher for the unit test. MD and LD students may need to have these tests transferred to audiotapes in order to have the tests better reflect their achievement. Another approach is to have MD or LD students take the test in the resource room where support help is available.

The tests are titled to correspond with each unit title. Items are identified for each lesson in the unit and are organized in sequential order as presented in the lesson. A scoring key for teacher use is provided. Because the tests are arranged in sequential order, a student who does poorly on a given component can be referred back to the specific lesson for review. Since repetition is a key to achievement for many MD and LD students, this approach is sound.

Since the units represent minimum competencies, any student who successfully completes the unit tests should receive a satisfactory or "C" grade in the course. Higher grades would reflect successful completion of other activities from the Contemporary Parenting Choices curriculum guides in addition to the student units and their accompanying tests.

TEACHER'S ANSWER KEY

Part I - Relationships

Understanding Yourself

1.	b	10.	c
2.	b	11.	a
3.	b	12.	a
4.	b	13.	c
5.	c	14.	b
6.	b	15.	b
7.	b	16.	b
8.	a	17.	b
9.	c	18.	a

Understanding Others

1.	c	10.	a
2.	c	11.	c
3.	c	12.	b
4.	a	13.	c
5.	a	14.	a
6.	a	15.	c
7.	c	16.	b
8.	c	17.	c
9.	c	18.	b

Understanding Sexuality

1.	c	18.	b
2.	c	19.	a
3.	a	20.	c
4.	c	21.	a
5.	c	22.	b
6.	a	23.	b
7.	c	24.	b
8.	a	25.	c
9.	b	26.	b
10.	a	27.	c
11.	c	28.	b
12.	b	29.	b
13.	a	30.	b
14.	a	31.	c
15.	b	32.	c
16.	a	33.	a
17.	b		

Understanding Life Styles

1.	b	6.	b
2.	b	7.	a
3.	b	8.	a
4.	c	9.	c
5.	a	10.	a

Understanding Marriage

1.	c	7.	b
2.	b	8.	c
3.	b	9.	a
4.	b	10.	c
5.	c	11.	b
6.	a	12.	b

Understanding the Decision to Parent

1.	a	16.	b
2.	c	17.	b
3.	b	18.	b
4.	b	19.	a
5.	b	20.	b
6.	a	21.	a
7.	b	22.	b
8.	b	23.	c
9.	a	24.	a
10.	b	25.	c
11.	c	26.	b
12.	a	27.	a
13.	a	28.	c
14.	a	29.	b
15.	a	30.	c

Part II - Child Care

Understanding Pregnancy

1. b
2. a
3. b
4. c
5. a
6. a
7. c
8. c
9. c
10. a
11. b
12. a
13. c
14. a
15. a
16. b
17. c
18. a
19. c
20. a
21. b
22. c
23. c
24. b
25. a

Understanding Growth and Development

1. b
2. c
3. a
4. a
5. c
6. c
7. b
8. c
9. c
10. c
11. b
12. b
13. a
14. b
15. c
16. a
17. b
18. a
19. b
20. c
21. a
22. b

Understanding Parenting Skills

1. a
2. c
3. b
4. b
5. c
6. b
7. a
8. b
9. c
10. b
11. a

Understanding Tasks of Teenagers

1. c
2. a
3. a
4. c
5. a
6. a
7. b
8. a

Understanding the Work World

1. a
2. a
3. c
4. c
5. c
6. c
7. a
8. a
9. a
10. b
11. a
12. a

Understanding Child Care Centers

1. b
2. a
3. a
4. c
5. a
6. a
7. c
8. b

UNIT TEST

DIRECTIONS: Read each question carefully. One answer is better than the others. Circle the letter that goes with the best answer. Please answer each question.

Lesson 1

1. Physical characteristics include body size, hair color and

   a. personality.
   b. sex.
   c. values.

2. Your personality includes your

   a. age and sex.
   b. feelings and habits.
   c. parents and peers.

3. People can learn to do new things by

   a. daydreaming.
   b. practicing.
   c. wishing.

4. Knowing and accepting what you can and cannot do is being

   a. foolish.
   b. realistic.
   c. selfish.

5. The ways people act toward you affect your

   a. age.
   b. physical characteristics.
   c. self-esteem.

6. People who feel good about themselves usually

   a. do not care about how others feel.
   b. feel good about others.
   c. wish others would leave them alone.

Lesson 2

7. Values are

   a. choices people make.
   b. ideas that are important to people.
   c. prices of things.

8. The first people who affect one's values are

   a. family members.
   b. peers.
   c. teachers.

9. A person who decides to spend a lot of money on records probably values

   a. art.
   b. exercise.
   c. music.

10. The way people act because they are male or female is their sex

    a. drive.
    b. image.
    c. role.

11. Sex roles can be learned from

    a. parents.
    b. pets.
    c. plants.

12. Today sex roles are

    a. changing.
    b. clear cut.
    c. the same as in the past.

13. People who most help make teenagers the way they are include

    a. bankers, store clerks and salespeople.
    b. doctors, lawyers and dentists.
    c. parents, teachers and peers.

14. Sue's parents say Sue has to do her homework before she can watch TV. Her parents have

    a. helped Sue make a decision.
    b. made a rule.
    c. set an example.

Lesson 3

15. The first step of the decision making process is to

    a. act on the choice.
    b. identify the problem.
    c. make a choice.

16. The last step of the decision making process is to

    a. list the possible choices.
    b. look at the results.
    c. make a choice.

17. The steps of the decision making process should be used for

    a. choices made by habit.
    b. choices that will affect one's future.
    c. every choice one makes.

18. To take responsibility for one's decisions means to

    a. accept both good and bad results.
    b. accept the good results.
    c. forget the bad results.

UNIT TEST

DIRECTIONS: Read each question carefully. One answer is better than the others. Circle the letter that goes with the best answer. Please answer each question.

Lesson 1

1. A person's first relationships are with

   a. acquaintances.
   b. employers.
   c. family members.

2. A relationship that develops because people like the same things is a/an

   a. employer relationship.
   b. family relationship.
   c. friendship.

3. Two people share their inner feelings in a/an

   a. employer relationship.
   b. family relationship.
   c. intimate relationship.

4. A relationship that people have on their jobs is a/an

   a. employer relationship.
   b. family relationship.
   c. friendship.

Lesson 2

5. Any way ideas and feelings are shared is

   a. communication.
   b. friendship.
   c. love.

6. Ann is telling Joe about the ballgame last night. In this communication,

   a. Ann is the sender.
   b. Ann is the receiver.
   c. Joe is the sender.

7. Poor communication in a relationship can

   a. help people share feelings.
   b. help people understand each other.
   c. lead to problems or arguments.

8. When verbal and nonverbal messages do not say the same thing, communication is

   a. better.
   b. boring.
   c. confusing.

9. People can communicate verbally by

   a. kissing.
   b. smiling.
   c. writing.

10. People can communicate non-verbally by

   a. hugging.
   b. reading.
   c. talking.

Lesson 3

11. To communicate well, a person must be able to

   a. send clear messages.
   b. understand someone else's messages.
   c. send and understand messages.

12. Parents and teenagers can communicate better if they

   a. blame and criticize each other.
   b. both keep trying to communicate.
   c. shut out things they do not want to hear.

13. Communication between friends is more effective when they

   a. do not tell the truth.
   b. hide their real feelings.
   c. trust each other.

14. Effective communication with employers

   a. can help people do their jobs better.
   b. can make people lose their jobs.
   c. is not really important.

15. Effective communication in an intimate relationship

   a. breaks up the relationship.
   b. causes arguments and hurt feelings.
   c. helps the relationship last.

Lesson 4

16. A good reason to date someone is to

    a. get out of the house.
    b. learn more about oneself and others.
    c. make someone else jealous.

17. Tom and Mary have a date Friday night. They don't have any money or transportation. An activity they could do on their date is to

    a. go bowling.
    b. go to a movie.
    c. shoot baskets.

18. Decisions about activities and behavior on a date need to be made by the

    a. dating couple's parents.
    b. dating couple together.
    c. person who asks for the date.

UNIT TEST

DIRECTIONS: Read each question carefully. One answer is better than the others. Circle the letter that goes with the best answer. Please answer each question.

Lesson 1

1. Everything that makes a person male or female is called

   a. personality.
   b. puberty.
   c. sexuality.

2. Sexual feelings are felt by

   a. females only.
   b. males only.
   c. everyone.

3. Sexual feelings are

   a. natural and normal.
   b. the same for everyone.
   c. wrong for females but not for males.

4. Sexual behavior should take place

   a. anywhere people want.
   b. around people who are strangers.
   c. in private places.

Lesson 2

5. Changes that occur in puberty make boys and girls

   a. act more like each other.
   b. look more like each other.
   c. look more like men and women.

6. The changing of a person's body from a child's to an adult's is

   a. puberty.
   b. reproduction.
   c. sexuality.

7. Sexual changes in puberty make boys and girls able to

   a. be good at sports.
   b. get better grades.
   c. make babies.

8. One sign that a boy can get a girl pregnant is having

   a. a wet dream.
   b. big muscles.
   c. more hair on his body.

9. Two things that can help a man stay sexually healthy are

   a. aspirin and keeping clean.
   b. regular check-ups and testicle self-examinations.
   c. wet dreams and intercourse.

10. A sign that a girl can become pregnant is having

   a. a menstrual period.
   b. larger breasts.
   c. pubic hair.

11. Two things that are important for a woman's sexual health are

   a. aspirin and keeping clean.
   b. menstrual periods and intercourse.
   c. regular check-ups and breast self-examinations.

Lesson 3

12. Kissing, touching and intercourse are kinds of

   a. masturbation.
   b. sexual behavior.
   c. sexual feelings.

13. If people feel a kind of sexual behavior is not right for them, they should

   a. say "no."
   b. let others decide for them.
   c. try it anyway.

14. When a couple makes a sexual behavior choice, they should

   a. agree on the choice.
   b. do what their friends think is OK.
   c. do what the other wants.

15. Ann wanted to be a virgin when she got married. Her friends talked her into having intercourse with her boyfriend. Her choice was most affected by her

   a. family.
   b. peers.
   c. values.

Lesson 4

16. Learning about sex from peers

    a. can give one wrong information.
    b. is a good way to learn about sex.
    c. is better than asking one's parents.

17. Young people who are trying to impress their friends are likely to

    a. admit they are virgins.
    b. make up things about their sexual behavior.
    c. tell the truth about their sexual behavior.

18. People make a sexual behavior choice they are not ready for because they

    a. know a lot about sex.
    b. want to be like their peers.
    c. want to have a baby.

19. Drugs or alcohol can affect sexual behavior choices by

    a. causing people to make poor choices.
    b. helping people make good choices.
    c. helping people think more clearly.

Lesson 5

20. A reason someone might have a mature sexual relationship is to

    a. look better.
    b. lose weight.
    c. show love.

21. Bob and Jean are in love. Bob wants to have intercourse, Jean is not ready. Bob and Jean should

    a. agree on how to show sexual feelings.
    b. break up.
    c. have intercourse.

22. Couples in mature sexual relationships who do not want a pregnancy to occur should

    a. have intercourse.
    b. use birth control.
    c. use common sense.

23. Diseases people can get through sexual contact with others are called

    a. ACDs.
    b. STDs.
    c. VIPs.

Lesson 6

24. A birth control method that keeps a woman's ovaries from releasing an egg is

    a. an IUD.
    b. birth control pills.
    c. vaginal inserts.

25. A birth control method a woman can get and use without seeing a doctor is

    a. a diaphragm
    b. birth control pills.
    c. foams or jellies.

26. A birth control method used by a man is

    a. a diaphragm.
    b. the condom.
    c. vaginal inserts.

27. A permanent kind of birth control is called

    a. a caesarean.
    b. a prescription.
    c. sterilization.

28. An operation done to stop a pregnancy before the baby can live on its own is

    a. a caesarean.
    b. an abortion.
    c. sterilization.

Lesson 7

29. Common symptoms of STDs are

    a. sneezing and coughing.
    b. sores and discharge from the sex organs.
    c. toothache and red, swollen tongue.

30. People get syphilis, gonorrhea and herpes from

    a. eating food with these germs in it.
    b. sexual contact with someone who has the disease.
    c. someone coughing or sneezing on them.

31. People with genital infections that are not spread by sexual contact

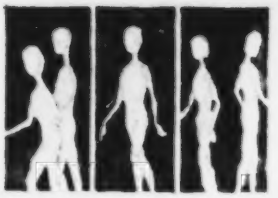
    a. need to bathe more often.
    b. should ignore them until they go away.
    c. still need to see a doctor.

32. A good way to keep from getting a STD is to

    a. always wash after intercourse.
    b. get a shot to prevent these diseases.
    c. have only one sex partner.

33. STDs spread because

    a. people are afraid to get treatment.
    b. people have only one sex partner.
    c. there is no way to cure them.



UNIT TEST

DIRECTIONS: Read each question carefully. One answer is better than the others. Circle the letter that goes with the best answer. Please answer each question.

Lesson 1

1. The choice to marry or remain single

   a. depends on what a person's friends do.
   b. is up to each person.
   c. should be made by the person's parents.

2. A marriage is more likely to be good when people marry for

   a. freedom.
   b. love.
   c. money.

3. People may remain single if they

   a. fall in love with someone.
   b. like freedom and independence.
   c. want to share their life with someone.

Lesson 2

4. Married people may become single again because of death, divorce or

   a. friendship.
   b. marriage.
   c. separation.

5. People who become single again usually feel

   a. guilty.
   b. happy.
   c. rich.

6. One of the major problems people who are single again have to face is

   a. eating regular meals.
   b. making decisions alone.
   c. making phone calls.

Lesson 3

7. People who choose to remain single

   a. choose from many different living situations.
   b. have trouble deciding where to live.
   c. live alone.

8. The kind of living situation that gives you the most privacy and freedom is living

   a. alone.
   b. in an extended family.
   c. with a roommate.

9. People who live in an extended family live with

   a. a group of people their own age.
   b. one or two roommates.
   c. relatives of different ages.

10. An advantage of living with a group is that people

   a. have fewer responsibilities.
   b. have lots of privacy.
   c. pay all of the housing costs.

UNIT TEST

DIRECTIONS: Read each question carefully. One answer is better than the others. Circle the letter that goes with the best answer. Please answer each question.

Lesson 1

1. A couple should talk over feelings about parenthood

   a. after they get married.
   b. when they begin dating.
   c. while they are engaged.

2. An engaged couple needs to talk about their career goals because

   a. men need to earn enough money to support their families.
   b. their careers will affect their marriage and family life.
   c. women should not work outside the home after marriage.

3. Because they will need to make new decisions after they are married, an engaged couple should

   a. ask their parents and friends for advice.
   b. develop skills in making decisions together.
   c. each make decisions without asking the other.

4. The roles of husband and wife

   a. are the same in every marriage.
   b. mean different things to each person.
   c. stay the same during a marriage.

Lesson 2

5. A marriage has a good chance to last if it is based on

   a. anger.
   b. fear.
   c. love.

6. A marriage cannot succeed without good

   a. communication.
   b. cooking.
   c. jobs.

7. Home management helps build a lasting marriage by

   a. dividing all tasks equally between husband and wife.
   b. helping meet the needs of the family.
   c. keeping the house clean and the lawn mowed.

8. Most money problems in families are caused by

   a. having too much money.
   b. making a budget.
   c. not managing money.

Lesson 3

9. An important thing for a married couple to share is

   a. decision making responsibilities.
   b. the same friends.
   c. the same hobbies.

10. An important decision for a married couple to make together is

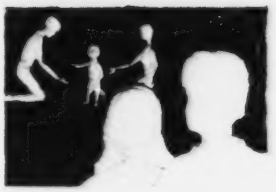
   a. what kind of soap to use.
   b. what time to go to bed.
   c. whether to buy a house.

11. A legal responsibility of marriage is

   a. having children.
   b. living together as husband and wife.
   c. owning a house.

12. A couple can better achieve their financial goals in marriage by

   a. charging whatever they want.
   b. making and using a budget.
   c. spending all their money every payday.



UNIT TEST

DIRECTIONS: Read each question carefully. One answer is better than the others. Circle the letter that goes with the best answer. Please answer each question.

Lesson 1

1. Parenting is

   a. caring for a child.
   b. done by mothers only.
   c. having a baby.

2. People who have their own children are called

   a. adoptive parents.
   b. foster parents.
   c. natural parents.

3. A person who raises a child alone is called a

   a. natural parent.
   b. single parent.
   c. stepparent.

4. A person who marries someone who has children becomes a

   a. foster parent.
   b. stepparent.
   c. substitute parent.

Lesson 2

5. The kind of needs met by giving a child food and clothing is

   a. emotional.
   b. physical.
   c. social.

6. Showing children love helps meet their

   a. emotional needs.
   b. mental needs.
   c. physical needs.

7. Helping children to learn helps meet their

   a. emotional needs.
   b. mental needs.
   c. social needs.

8. Providing for a child's needs is an important responsibility of

   a. friends.
   b. parents.
   c. the child.

Lesson 3

9. The first role models for young children are their

   a. parents.
   b. peers.
   c. teachers.

10. Lori's mother has a job in an office. Her father stays home to take care of her and their home. When Lori sees her parents do these things, she is learning

   a. feelings.
   b. sex roles.
   c. values.

Lesson 4

11. Parents who are realistic about what their children can do at different ages

   a. may expect too much of their children.
   b. pressure their children to do things they cannot do.
   c. will have fewer problems with their children.

12. Parents who know what behavior is typical for children at different ages will

   a. better understand why their children act as they do.
   b. get more upset when their children do something wrong.
   c. worry that their children are not normal.

13. Children's interests and parents' interests

   a. are often different from each other.
   b. are not important to one another.
   c. should always be the same.

14. Parents can cut down on problems with their children by

   a. being realistic about what they expect.
   b. expecting too much from them.
   c. not caring what their children do.

Lesson 5

15. A major cost of having a baby is

    a. doctor bills.
    b. education.
    c. toys.

16. Some of the basic costs of raising children are

    a. candy, toys and bikes.
    b. food, clothing and education.
    c. haircuts, piano lessons and pets.

17. Parents must legally pay costs for their children until age

    a. 5.
    b. 18.
    c. 21.

Lesson 6

18. Being a parent

    a. does not change one's life very much.
    b. lasts all of one's life.
    c. lasts until one's children are grown up.

19. Parents sometimes need to give up some of their activities because parenthood limits their

    a. freedom.
    b. intelligence.
    c. talent.

20. Parenthood can affect people's physical health by making them

    a. overweight.
    b. tired.
    c. underweight.

Lesson 7

21. Parenthood is a choice that

    a. one needs to make for one's self.
    b. one's friends should make.
    c. one's parents should make.

22. A reason people might choose to have children is

    a. freedom.
    b. good childhood experiences.
    c. health problems.

23. Having children is a choice that

    a. is good for everyone.
    b. is poor for everyone.
    c. people need to make carefully.

Lesson 8

24. Feelings about parenthood are

    a. different for each person.
    b. not important.
    c. the same for everyone.

25. People who enjoy taking care of children

    a. should have lots of children of their own.
    b. will know how to be good parents.
    c. will probably have good feelings about parenthood.

26. People whose parents want them to have a child should

    a. have a child to make their parents happy.
    b. make their own decision about parenthood.
    c. tell their parents to have another child.

27. People who do not think they want to be parents now

    a. may change their minds later.
    b. should be a parent if others want them to.
    c. should never have children.

Lesson 9

28. When people make a decision to be parents, they are responsible for the results they

    a. expected.
    b. did not expect.
    c. both expected and did not expect.

29. A new responsibility parenthood may bring is

    a. eating a well-balanced diet.
    b. finding a babysitter.
    c. getting to work on time.

30. An example of an unexpected consequence of the decision to parent is

    a. changing diapers.
    b. feeding a baby.
    c. having twins.

UNIT TEST

DIRECTIONS: Read each question carefully. One answer is better than the others. Circle the letter that goes with the best answer. Please answer each question.

Lesson 1

1. The start of a baby in a woman's body is called

   a. intercourse.
   b. ovulation.
   c. conception.

2. A woman may think she is pregnant if she

   a. misses her menstrual period.
   b. bleeds from a cut.
   c. sprains her wrist.

3. A woman can find out if she is pregnant by

   a. waiting for nine months.
   b. having the doctor do a test.
   c. talking to her friends.

4. The best way a pregnant woman can help keep herself and her unborn baby healthy is by

   a. going to a doctor when her clothes are tight.
   b. waiting to see a doctor until labor pains begin.
   c. going to a doctor at least once a month.

Lesson 2

5. A good reason for a teenage couple to get married when they find out the woman is pregnant is that

   a. there will be two parents to care for the child.
   b. marriage and parenthood are hard to handle all at once.
   c. young people have less chance of having a good marriage.

6. A man or woman who decides to raise a child alone is called a

   a. single parent.
   b. step parent.
   c. foster parent.

7. An abortion is a planned operation done to

   a. speed up a pregnancy.
   b. help a pregnancy.
   c. end a pregnancy.

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8. When a woman gives up her baby for adoption, she will

   a. be able to get her child back.
   b. see her baby whenever she wants to.
   c. give up her legal rights to the child.

Lesson 3

9. During the first three months of pregnancy, the pregnant woman will

   a. be getting smaller.
   b. be getting much larger.
   c. look about the same.

10. The fruit that best describes the size of a fetus at 3 months is a

   a. raisin.
   b. plum.
   c. watermelon.

11. A pregnant woman probably will start to wear maternity clothes during months

   a. 1-3.
   b. 4-6
   c. 7-9

12. After the sixth month, the fetus is

   a. completely developed.
   b. starting to grow arms.
   c. ready to be born.

13. A pregnant woman may feel out of breath, have to urinate more often and have trouble walking during months

   a. 1-3.
   b. 4-6.
   c. 7-9.

14. During the last 3 months, most fetuses

   a. gain weight and continue to grow.
   b. turn so their head is pointing towards the mother's head.
   c. stop moving their arms and legs.

Lesson 4

15. Childbirth classes teach

   a. feelings a pregnant woman may have.
   b. how to fill out a birth certificate.
   c. how to knit baby clothes.

16. A baby needs clothing, diapers and

    a. knitted booties.
    b. a place to sleep.
    c. brand new toys.

17. Breast feeding is

    a. the only way to feed a baby.
    b. right for all babies.
    c. one way of feeding a baby.

18. A feeling new parents often have is

    a. excitement.
    b. confidence.
    c. calmness.

Lesson 5

19. If a pregnant woman has spotting, unusual pain or unusual sickness, she should

    a. call an ambulance.
    b. wait and see if it goes away.
    c. call the doctor or clinic right away.

20. The meal that would be the best for a pregnant woman is

    a. hamburger and bun, green beans and milk.
    b. taco, tortilla chips and pop.
    c. potato chips, cookies and milk.

21. It would be all right for a pregnant woman to have

    a. aspirin.
    b. cookies.
    c. alcohol.

Lesson 6

22. A sign that means labor is about to start is the

    a. baby moving.
    b. uterus relaxing.
    c. bag of water breaking.

23. During the first stage of labor, the cervix widens from the size of a pencil to the size of a

    a. grape.
    b. apricot.
    c. grapefruit.

24. The baby is born during the

    a. first stage of labor.
    b. second stage of labor.
    c. third stage of labor.

25. During the last stage of labor, the

    a. placenta is forced out.
    b. cervix goes back to normal.
    c. uterus begins contractions.

UNIT TEST

DIRECTIONS: Read each question carefully. One answer is better than the others. Circle the letter that goes with the best answer. Please answer each question.

Lesson 1

1. Changes in a person's height, weight, looks and muscle control are called

   a. mental development.
   b. physical development.
   c. social and emotional development.

2. Getting along with friends and other people is part of

   a. mental development.
   b. physical development.
   c. social and emotional development.

3. Learning about new things is called

   a. mental development.
   b. physical development.
   c. social and emotional development.

4. Joe and John are both one year old. Joe can walk. John still crawls. The reason Joe and John cannot both walk is that children

   a. grow at different rates.
   b. of the same age can do the same things.
   c. of the same age are the same size.

Lesson 2

5. The words that best describe a newborn baby are

   a. active and playful.
   b. cute and cuddly.
   c. tiny and helpless.

6. A newborn baby spends most of the time

   a. eating.
   b. playing.
   c. sleeping.

7. During the first year a baby grows

   a. at the same rate as at other times in life.
   b. faster than any other time in life.
   c. slower than any other time in life.

8. One thing babies learn in their first year is to

   a. read.
   b. ride a bike.
   c. trust others.

9. Babies first learn things by

   a. copying others.
   b. going to school.
   c. using their senses.

Lesson 3

10. Some things toddlers can do are

    a. jump rope and ride bikes.
    b. read and add numbers.
    c. walk and feed themselves.

11. When toddlers are with other children they

    a. do not pay attention to one another.
    b. play beside each other.
    c. play with each other.

12. Toddlers have temper tantrums because they

    a. are naughty.
    b. want their own way.
    c. want to make their parents mad.

13. When toddlers learn about time, they can

    a. begin to tell the difference between today and yesterday.
    b. tell time from a watch.
    c. know how many days until their birthday.

Lesson 4

14. Preschoolers' rate of growth is

    a. faster than infants and toddlers.
    b. slower than infants and toddlers.
    c. the same as infants and toddlers.

15. When preschoolers are with children their age, they

    a. do not pay attention to each other.
    b. play beside each other.
    c. play with each other.

16. Preschoolers often show their feelings by

    a. having temper tantrums.
    b. talking and sometimes hitting others.
    c. telling someone just how they feel.

17. Most preschoolers can talk

    a. as well as an adult.
    b. fairly well.
    c. only a little bit.

18. A general thing a preschooler might understand is that a cake

    a. has chocolate frosting.
    b. has 8 candles on it.
    c. will serve 12 people.

Lesson 5

19. School age children grow

    a. at a steady rate.
    b. in spurts.
    c. very rapidly.

20. Parents should expect school age children to

    a. become closer to them than before.
    b. depend more on their family.
    c. show more independence than before.

21. School age children have new feelings because they

    a. are in more activities.
    b. do more things with their families.
    c. spend a lot of time alone.

22. When school age children begin to think in a complex way, they can

    a. add big numbers.
    b. imagine things.
    c. read.

UNIT TEST

DIRECTIONS: Read each question carefully. One answer is better than the others. Circle the letter that goes with the best answer. Please answer each question.

Lesson 1

1. The first environment babies are aware of is their

   a. family.
   b. neighborhood.
   c. town.

2. A child's environment affects the child's

   a. age and sex.
   b. eye and hair color.
   c. growth and development.

3. Children grow and develop best if they

   a. get everything they want.
   b. have attention and support from their parents.
   c. have lots of money spent on them.

Lesson 2

4. Children need to learn to love so they can

   a. do well in school.
   b. give and receive love later in life.
   c. take care of their toys.

5. Susie's mother hugged her and said, "I love you." This is an example of showing love

   a. verbally.
   b. non-verbally.
   c. both verbally and non-verbally.

Lesson 3

6. Good communication between parents and children

   a. causes problems and hurt feelings.
   b. helps children develop feelings of self-worth.
   c. makes children afraid to show their feelings.

7. Parents can communicate interest to a child by

   a. inviting the child to share ideas.
   b. telling the child to go play.
   c. watching TV while the child talks.

Lesson 4

8. Parents guide children's behavior by

   a. letting children do what they want.
   b. setting limits and using discipline.
   c. scolding and spanking them.

9. Discipline includes

   a. praise only.
   b. punishment only.
   c. both praise and punishment.

Lesson 5

10. Parents who abuse their children

    a. do not have problems they cannot handle.
    b. have personal problems they cannot handle.
    c. would make good child care workers.

11. Parents who have problems can get help by

    a. calling a government or public agency.
    b. drinking alcohol to hide their problems.
    c. sending their children away from home.

UNIT TEST

DIRECTIONS: Read each question carefully. One answer is better than the others. Circle the letter that goes with the best answer. Please answer each question.

Lesson 1

1. Mary is engaged. She is taking a family relationships course. The developmental task Mary is learning is to

   a. act in a responsible way.
   b. prepare for a career.
   c. understand marriage and family life.

2. Jerry's friend Todd offered to give him the answers to a test. Jerry said, "No," because he knew it was wrong. The developmental task Jerry has learned is to

   a. acquire a set of values to guide behavior.
   b. develop mature relationships with peers.
   c. learn a social role.

3. Julie is taller than most of her friends. She used to slump over to look shorter. Now she stands up straight. The task Julie has learned is to

   a. accept her body.
   b. act in a responsible way.
   c. become emotionally secure.

Lesson 2

4. Teenagers begin to form an adult identity when they

   a. are 21 years old.
   b. move away from home.
   c. take responsibility for their decisions.

5. Teenagers who have developed their own identity

   a. do something different from their peers.
   b. do what their peers want them to do.
   c. make others do what they want.

Lesson 3

6. Before people make a career choice it is a good idea to

   a. find out about possible choices.
   b. get a 4-year college degree.
   c. get a loan from the bank.

7. Using the decision making process to choose a career can

   a. cost a lot of money.
   b. help people choose a career they enjoy.
   c. take lots of extra time.

8. When people list their possible choices, they should list

   a. anything they might be interested in.
   b. only things they can do now.
   c. things their parents want them to do.

UNIT TEST

DIRECTIONS: Read each question carefully. One answer is better than the others. Circle the letter that goes with the best answer. Please answer each question.

Lesson 1

1. People work to earn money to buy things they need such as

   a. food and clothing.
   b. jewelry and magazines.
   c. records and makeup.

2. Working with other people can give one a feeling of

   a. belonging.
   b. loneliness.
   c. sadness.

3. People who do their jobs well are more likely to have

   a. a lot of education.
   b. a lot of money.
   c. self-esteem.

Lesson 2

4. The first step in looking for a job is to

   a. fill out an application.
   b. have an interview.
   c. search for an opening.

5. People can learn about jobs to apply for by

   a. going to movies.
   b. reading books.
   c. reading newspaper ads.

6. In order to fill out a job application form completely, people should

   a. call home to ask someone the answers.
   b. try to remember all the facts they need.
   c. write down the information they need and take it along.

7. When people go for an interview they should look nice and

   a. be ready to answer questions.
   b. do all the talking.
   c. wear expensive clothes.

Lesson 3

8. Coming to work on time shows that one is

   a. dependable.
   b. enthusiastic.
   c. honest.

9. An employee who looks around to see what else needs to be done shows

   a. initiative.
   b. laziness.
   c. nosiness.

10. A good worker accepts criticism from the employer by

   a. getting mad.
   b. trying to do better.
   c. quitting the job.

Lesson 4

11. People who are friendly, fair and loyal

   a. are liked by almost everyone.
   b. are show-offs.
   c. have trouble making friends.

12. People will get along better with their co-workers if they are

   a. loyal and show respect.
   b. rude and stubborn.
   c. selfish and dishonest.

UNIT TEST

DIRECTIONS: Read each question carefully. One answer is better than the others. Circle the letter that goes with the best answer. Please answer each question.

Lesson 1

1. People who want to work in the area of child care

   a. can choose from one or two different jobs.
   b. have many types of jobs to choose from.
   c. need a 4-year college degree to get a job.

2. More child care workers are needed because

   a. more mothers and fathers with children have careers.
   b. parents do not want to care for their children.
   c. there are fewer babies born each year.

Lesson 2

3. A child care worker who reads books about child care shows a

   a. desire to learn more about children.
   b. sense of humor.
   c. willingness to listen to children.

4. Child care workers who provide foods to help children grow and plan things to help children learn are

   a. communicating with children.
   b. guiding children's behavior.
   c. providing a good environment.

5. Child care workers who set limits for children are

   a. guiding children's behavior.
   b. managing resources.
   c. showing love to children.

Lesson 3

6. A good way to prepare for a career in child care is to

   a. babysit.
   b. study science.
   c. watch TV.

7. A good place to do volunteer work with children is a

   a. bank.
   b. grocery store.
   c. nursery school.

8. Education can prepare a person for

   a. a few child care careers.
   b. many child care careers.
   c. only one child care career.

Parent Education Workbook for Mainstreamed Students

The fourth module in the Contemporary Parenting Choices Series from the Iowa State University Press, *Parent Education Workbook for Mainstreamed Students*, is designed to present parenthood education information to mentally and/or learning disabled students in high school home economics classes.

It contains 12 units, each in a work/text format that offers lessons and lesson objectives, vocabulary, appropriate reading materials, suggested evaluation items for use with each, and an annotated bibliography of supplementary materials.

They provide instruction in 12 major topic areas: self-awareness, relationships, sexuality, living situations, marriage, the decision to parent, pregnancy, growth and development of children, parenting skills, adolescence, the work world, and child care job skills.

A teachers manual explains the development of each of these major topic areas, details characteristics of mentally and learning disabled students, and provides methods and strategies for working with these students.

Parent Education Workbook for Mainstreamed Students was developed by members of the Iowa State University Department of Home Economics Education under the direction of Jerelyn Schultz and the auspices of the Iowa Department of Public Instruction.

THE DECISION TO PARENT: A TEACHING GUIDE, the first in a series of modules devoted to contemporary parenting, is directed toward teachers and counselors of teenagers to make them aware of the parenting choices available to them and to prevent unwanted pregnancies.

After completing the study outlined in this first module the student should be able to appraise the variety of responsibilities involved in being a parent and utilize the decision-making process in determining if and when to become a parent.

It implements Public Law 494-482 (1976) that requires the teaching of family living, parenting skills, and child development and guidance in vocational home economics programs.

It is edited by Jerelyn Schultz, assisted by Penny Ralston, Barbara Rougvie, and Margaret Jan Kelly, all of the Iowa State University Department of Home Economics Education. (1980. ISBN 0-8138-1585-9. Paper, comb binding.)

SEXUALITY AND THE ADOLESCENT: A TEACHING GUIDE, the second in the series, is designed for use by teachers, counselors, and others who work with adolescents in the area of sexuality education.

It focuses on the effect of adolescent growth and development on teenagers' self-concepts, the influence of interpersonal relationships within and outside the home on sexual attitudes and behavior during adolescence, and the stages of pregnancy and the decisions to be considered in each.

A broad, sensitive approach to sexuality education, this module addresses feelings, values, experiences, relationships, and how the individual views himself or herself as male or female. Additional topics include the traditional sexuality education concepts such as human physiology and birth control.

Editor Jerelyn Schultz was assisted by Penny Ralston, Barbara Rougvie, Margaret Torrie, and Jillian Boyd, all of the Iowa State University Department of Home Economics Education. (1981. ISBN 0-8138-1616-5. Paper, comb binding.)

PARENTING TODAY: A TEACHING GUIDE, the third module in a series on contemporary parenting, is designed to help teachers assist adolescent youth to become more knowledgeable about what is involved in parenting children.

Six major areas where skills are identified and emphasized are: (1) fostering children's maturation through knowledge of child growth and development; (2) providing an environment that encourages growth and development; (3) maintaining effective parent-child communication; (4) guiding the behavior of developing children; (5) showing parental love and affection to children; and (6) managing available human and material resources.

Parenting Today: A Teaching Guide was developed under the direction of Jerelyn Schultz, assisted by Margaret Torrie, Barbara Rougvie, Jillian Boyd, and Maxine Hammonds of the Iowa State University Department of Home Economics Education, with the cooperation of the Iowa State Department of Public Instruction. (1984. ISBN 0-8138-0058-6. Paper, comb binding.)

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